



Haslingden High School and Sixth Form

INFORMATION ABOUT THE SCHOOL

The Area



The Rossendale Valley is an attractive, semi-rural area surrounded by the spectacular East Lancashire Pennine Hills. Within the Valley there is a wide choice of affordable, residential locations in historic communities. Rossendale comprises the small industrial towns of Helmshore, Haslingden, Rawtenstall and Bacup and surrounding rural areas such as Loveclough, Crawshawbooth and Stubbins.

The Rossendale Valley is situated 10 miles north of the City of Manchester, easily reached via the M66 and M60, which also provide direct links to Yorkshire through the M62 trans-Pennine motorway. To the north are the towns of Blackburn and Accrington, and southeast is Bolton. Within an hour's motorway drive are the Lancashire coastal resorts, the Lake District, the Forest of Bowland, and the Yorkshire Dales.

The School in Context

Haslingden High School is a large, 11-18 mixed comprehensive with 1604 students (259 in the Sixth Form). The School is situated in a semi-rural setting, overlooking Rossendale Golf Club. The social background of the students is diverse, with significant numbers coming from areas with above average levels of deprivation. The proportion of students eligible for the Pupil Premium is 21.5% below the national average is 28.5%.

There are below average numbers of students from minority ethnic groups (14.3%). Approximately 9% are from Asian or British-Asian groups and 9.9% of students have English as an additional language. We have 20 students with an educational health care plan and the number of students with learning difficulties and/or disabilities overall is broadly average.

Prior attainment on entry varies from year to year but is broadly average based on the Key Stage 2 Average Points Score, and our average CAT score is around 99. This is in the context of a grammar school in the area which admits 180 students into year 7 each year.

Despite this, attainment in GCSE results is above average with many of our students making excellent progress. We are proud of the results of all our students including the high number of GCSE grades 7, 8 and 9 achieved in recent years.

We pride ourselves on our inclusivity. We are often signposted by the LA for students with disabilities, and continue to extend our links with Tor View Special School. A cohort of Tor View students joins us on site each morning and a number of others access some lessons at KS3 or study for GCSE qualifications at KS4.



Students' learning is further enhanced by a broad and diverse range of extra-curricular and enrichment activities. Each week there are over 60 different activities that take place after school, providing our students with a wealth of opportunities to develop their individual interests and skills. This is supported by our working week, which consists of 29 fifty-minute lessons, with students finishing early on a Wednesday, creating time for meaningful CPD sessions for our staff.

The curriculum, student support strategies, the school improvement plan, school policies and our diverse range of extra-curricular and enrichment activities all have at their core 'Achievement for All'. Our respect agenda and strong ethos of behaviour for learning ensure a calm, purposeful and safe learning environment. Shared expectations and a strong sense of community promote high standards inside and outside the classroom. Exclusion rates are low, attendance is well above national norms and the majority of our students have high self-esteem and ambition. Our school is characterised by excellent relationships, a friendly, purposeful environment, high standards, high expectations and high aspirations.

Very strong pastoral systems underpin the work of the school. All students are valued and well cared for, with a wide variety of support mechanisms available to students who, for a wide variety of reasons, may need personal support. Tutor groups, year teams and the house system really do give a family atmosphere to the school and students' mutual support of each other and the school a real, tangible strength. The school works with over 50 external agencies to provide a range of support for students in need. This outward looking approach has made a real difference to the lives of individual students.



In summary, at Haslingden High School we are committed to developing the potential of all of the young learners in our care. The school's number one aim is 'Achievement for All' and this pervades all aspects of planning, decision-making and policy implementation. It is inherent in the school's ethos, underpinning our vision and is universally shared by all stakeholders.

The school's relentless focus on improvement permeates the life and work of the school and is evident in the excellent results attained by students. There is no complacency. The leadership team promotes the ethos of 'Achievement for All' and this permeates throughout the school.

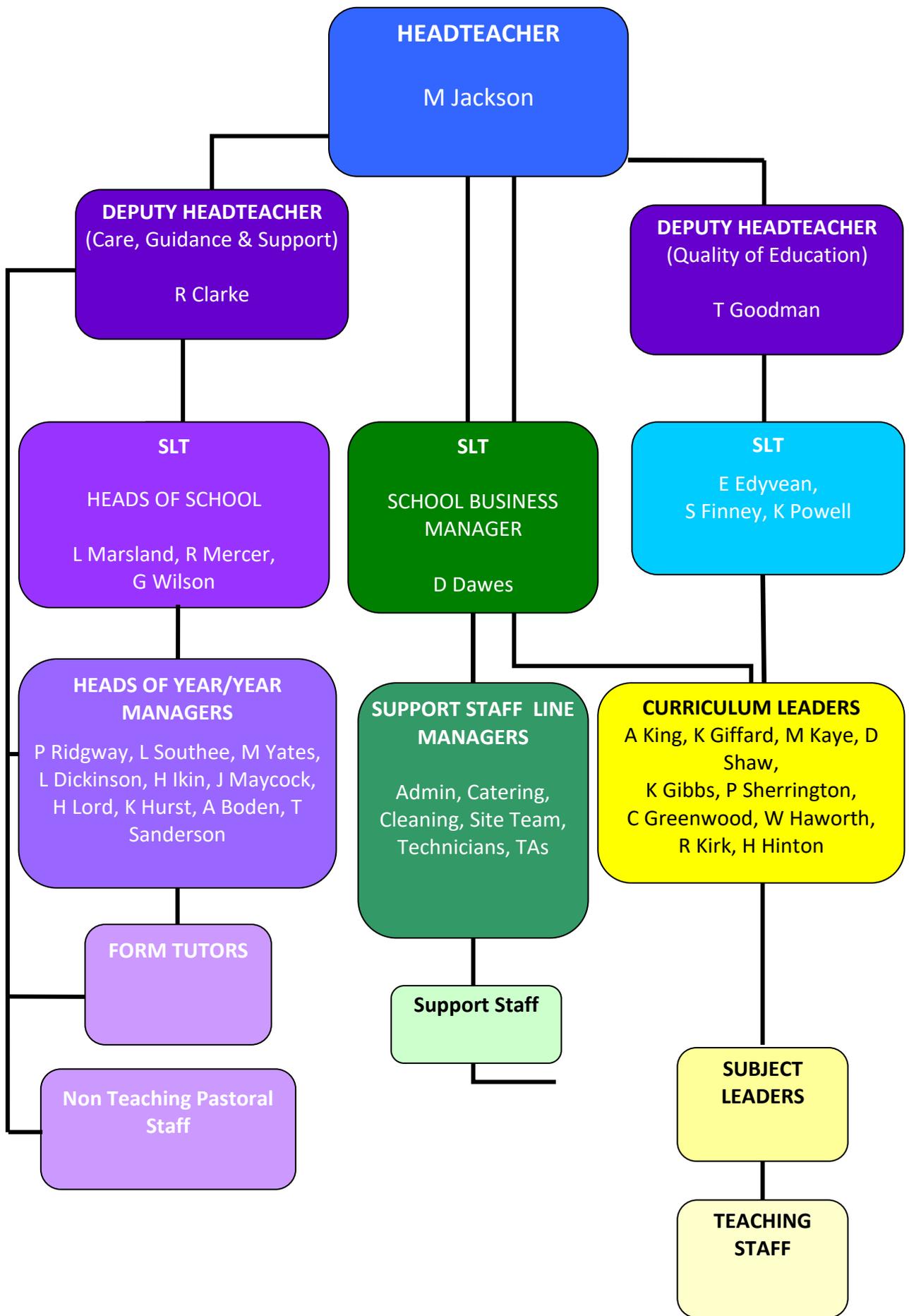
Working together as a learning community, we value every student as an individual, developing confidence and self-esteem and inspiring our young learners to achieve in all areas of school life. Our students are happy, ambitious and successful and thrive in a friendly, purposeful environment. I am

sure our students, parents and staff would testify that Haslingden High School is a forward thinking, warm, caring and successful school with students at its heart.

School Leadership Team Roles December 2020:

Deputy Head (Quality of Education)	Tony Goodman
Deputy Head (Care, Guidance & Support)	Russell Clarke
Assistant Head (Head of Lower School)	Richard Mercer
Assistant Head (Head of Upper School)	Gary Wilson
Assistant Head (Director of Sixth Form)	Lauren Marsland
Assistant Head (Teaching & Learning)	Karen Powell
Assistant Head (School Direct / Careers, PSHEE)	Sally Finney
Assistant Head (Curriculum & Timetable)	Elaine Edyvean
Business Manager	Deborah Dawes

Mark Jackson
Headteacher
December 2020



Total teaching Staff 100
 Total Support Staff 75